

# Access to Historical Information Sources and Its Impact on Curriculum Development in History Education

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**Abstract** - This paper studies the impact of access to historical information sources on the development of history education curricula in Uzbekistan. While there are educational reforms aimed at providing a comprehensive view of history, teaching in many areas is still based on a textbook approach. Such a framework does not allow for the representation of genuine, locally significant history. To fill this void, the researcher designed a mixed-methods study involving surveys, interviews, and case studies to assess how teachers across Uzbekistan who possess physical archives, oral histories, digital collections, and local heritage materials integrate them into their teaching. Data analysis indicates that teachers appreciate the educational potential of these resources, but other factors, minimal infrastructure, inadequate training and support, and no clear curricular structures, make practical use impossible. Urban schools utilize such materials more because of ready access to digital devices and institutional support, while rural schools remain straitjacketed by ongoing constraints. Oral accounts and indigenous information are regarded as valuable from a cultural perspective; however, formal education traditionally excludes these due to worries over authenticity and homogenization. In order to improve inclusivity and the overall quality of history education, the study has proposed systemic interventions such as improving digital facilities, sustained professional development for teachers, and enhanced collaboration of schools with cultural institutions and curriculum developers. All these initiatives underpin the development of historical literacy, the preservation of Uzbekistan's cultural legacy, and the shaping of a more inclusive narrative for the country.

**Keywords:** Teaching History, Access to Education, Folklore, Archival Education, Education in Uzbekistan, Curriculum Reform, Teacher Enhancement, Traditional Culture

## I. INTRODUCTION

History teaching helps to form civic identity, nurture self-identity, understand the world critically, and help to develop national identity. In the case of Uzbekistan, the teaching of history assumes even greater importance, considering the country's cultural mosaic and the fact that it ceased to be a Soviet republic in 1991 (Akhmedov & Karimova, 2018). Nevertheless, history education is usually taught based on the type and the availability of information sources, including archival documents, oral history, published works, and various digital repositories (Bakhronova et al., 2025). These sources enable the development of a constructively balanced scope of work. They are, however, difficult to obtain, especially in remote, isolated, and underdeveloped areas of Uzbekistan (Askarova, 2020). As part of the sociopolitical structure, dynamic features of culture within a society, along with its historical resources having ascribed value, opt for a specific approach relevant to particular histories: whether to save, disregard, celebrate, or malign. Uzbekistan has strongly emphasized national self-sufficiency, the uprisal of national identity, and curriculum reforms, decolonization in the post-independence period (Khamidov, 2015). The focus is more on pre-Soviet and Islamic culture. Such characteristics are given to previous benchmark figures like Amir Timur, Ulugh

Beg, and Alisher Navoi, along with events related to the Silk Road and Central Asian empires. However, greater context is sorely lacking in textbooks and instruction materials such as stylized frameworks of assimilated-Russian imperialism, Soviet assimilationist repression policies, regional folk narratives history paradigms, and told through the class room instruction, portrays classroom interactions in ways which transforms structures into spaces filled with systemic walls around diverse narratives and where retold are the silenced barriers of history's outranged multitude of narratives within the windowless walls lacking windows of enrolled utilization frameworks of history's rich windows into diverse spaces (Dube, 2020).

Collections comprising manuscripts, ethnographic documents, and depicting Soviet history are widespread and accumulated within the premises of the National Archive of Uzbekistan, the Institute of History of the Academy of Sciences, and the State Museum of History of Uzbekistan (Anderson, 2006). However, restricted possibilities of revealing school history materials through a bureaucratic access framework filled with outdated digitization tools and scarce opportunities for teacher education make the educational environment lacking adequate resources (Sheshadri et al., 2025). This provides an indicative picture of Rural Karakalpakstan and Khorezm, where internet connectivity is unreliable and poses a barrier within educational infrastructure vis-a-vis urban tools, thus aggravating the rural-urban gap (Lynch, 2014).

The recent changes within the scope of Diplom "Uzbekistan - 2030" strategy and the works of the Ministry of Preschool and School Education placed further emphasis on Education Identity and National Identity as well as on its digital transformation. Regardless of the steps being undertaken, Open Educational Resources (OERs), community archives, and local oral traditions have not yet been incorporated into formal history teaching programs (Republic of Uzbekistan, 2020) (Kafrooshe & Ibrahim, 2022). Integrating these materials necessitates collaboration among teachers, researchers, archivists, and policymakers with active attempts towards the preservation and educational framing of Indigenous knowledge and local histories (Creswell & Plano Clark, 2017) (Cohen et al., 2018).

This research study aims to evaluate the impact of access to historical information sources on the development of history curricula in Uzbekistan (Ergashev, 2019). It studies the processes of how history teachers and curriculum developers sourced historical content and the challenges they have, such as outdated materials, lack of skill, administrative bottlenecks, and how these challenges affect the inclusivity and accuracy of history taught (Karimov, 2017). The research encompasses interviews with teachers, document analysis of the curriculum, and observations of classrooms in both urban and rural locations. The study suggests how guiding documents and local stories can be utilized in teaching to

enhance cultural identity and historical understanding among the Uzbek learners (Nazarov & Saidova, 2022).

## II. LITERATURE REVIEW

### 1. *Historical Thinking and Source-Based Learning*

Using primary documents to promote historical thinking remains relevant in contemporary historical education (Ghosh, 2013). As contends, interpreting original documents facilitates the development of critical thinking skills far better than textbooks. Likewise, The need for learners to be exposed to various sources to grasp concepts such as bias, perspective, and construction in historical accounts. In Uzbekistan, where history teaching has been primarily based on Soviet-influenced narratives, using varied sources is important for developing an independent historical consciousness and national identity (Zokirov, 2018).

### 2. *Curriculum Development and Systematic Background*

The national education program on history is one of the most effective techniques for sustaining cultural identity and national identity (Hajjaji & M'barki, 2018). The curriculum is a battleground of competing meanings. It captures tensions over what is included or excluded, and how that inclusion or exclusion impacts the nation's self-perception. In Uzbekistan's case, post-independence reforms have centered on national heroes, Islamic scholarship, and Silk Road history. Still, the curriculum framework attempts to address regional diversity and marginalized voices. A more representative curriculum requires access to richer and more intricate historical materials. Such is the case in Uzbekistan, where many local archives are not utilized in schools, consequently exacerbating the residential school syndrome.

### 3. *Historical Legacy and Colonialism in Central Asia*

While Africa's experience with colonialism differs from Central Asia's, the legacy of Soviet control most certainly influenced the history taught in places like Uzbekistan. The Soviet curriculum focused on socialist achievements and patronizingly included a tokenized version of Islamic identity and pre-Soviet heritage. Attempts to assert historical identity is ongoing in post-Soviet Uzbekistan, akin to post-colonial Kenya, but facing barriers in developing and implementing regionally dominant, indigenous, and locally rich resource curricula. (Shamsudinova et al., 2025).

### 4. *Digital Archives and Open Access*

The digitization of historical archives, as offered in the Electronic Archive of the Academy of Sciences of Uzbekistan or UNESCO's Memory of the World projects, provides materials that can be accessed digitally (UNESCO Institute for Statistics, 2023). Select projects are attempting to enhance the availability of digitized historical resources. However, in the Global South, the lack of funding for the digital infrastructure and limited technological skills of

educators from rural areas, such as Tashkent, pose a significant barrier to fully utilized resources. (UNESCO, 2022) emphasizes that educational prospects using technology are seriously untapped in rural and peripheral regions (Tashkent State University of Education, 2021).

### 5. Teachers' Usage of Historical Sources

Teachers of history in Uzbekistan heavily depend on state-sponsored school textbooks. A common practice among regional educators in Uzbekistan, about teaching history, faces the same obstacles. In rural Kenya: limited teaching materials that highlight local culture and customs alongside outdated documents stifling instructional creativity (Daneshmand, 2017). This is also supported by in Kenya around the lack of accessible documents and user-friendly databases containing relevant and modern teaching materials.

### 6. Oral Traditions and Indigenous Knowledge

Uzbekistani Alpamysh epic poetry and genealogical storytelling are integral to the preservation of Uzbek cultural identity. In the African context too, where these oral histories remain undocumented and unarchived, which makes formal history education impossible. In the case of Uzbekistan, a lack of systematic validation and preservation processes means that these precious oral traditions stand to be omitted from the country's narrative history.

### 7. Institutional and Policy Frameworks Supporting the Discipline

The lack of institutional and governmental support heavily influences the availability of historical materials within the Uzbekistan region. Historical education policies align with the aims to incorporate national history, but poor inter-agency collaboration often stalled implementation. Similar to Kenya's struggle against polycentric policies, Uzbekistan's education, culture, and science departments operate in silos and create fragmented policies that work against unified strategies for heritage education. 8. The Use of Educational Technology in the Classroom.

Uzbekistan's history education can significantly benefit from incorporating OERs, digital storytelling tools, and e-learning systems. However, the work as well also applies here—there is a lack of adequate infrastructure and teacher training. Relating to the systemic problems developing nations face with ICT integration, Uzbekistan continues to battle providing sufficient access to technology in schools, particularly in rural areas.

## III. RESEARCH METHODOLOGY

### 3.1 Research Design

This investigation applies a mixed-methods approach to examining the influence of information sources on curriculum development for the teaching of history in Uzbekistan. Integrating qualitative and quantitative

information collection allows for the best representation of stakeholder views and the analysis of systemic trends.

### 3.2 Population and Sampling

The study concentrated on three primary groups of educational stakeholders:

1. High school historians
2. Curriculum designers from the Republican Education Development Scientific-Practical Center (REDSPC)
3. Archivists and librarians from the National Archive of Uzbekistan and local regional libraries

At the initial phase, 10 curriculum developers, 25 secondary school history teachers from five districts—Tashkent, Samarkand, Fergana, Bukhara, and Karakalpakstan—and 8 practitioners from archival and library institutions were selected using purposive sampling. This sample ensured geographic and professional relevance to the research aims.

### 3.3 Data Collection Instruments

#### 3.3.1 Semi-Structured Interviews

Curriculum developers and archivers were interviewed to obtain institutional views on the use and availability of historical sources in curricula and instructional practices.

#### 3.3.2 Questionnaire Surveys

Teachers were given half-open questionnaires focused on:

- Availability and inclusivity of teaching materials
- Methods and frequency of accessing historical archives, museums, and digital repositories
- Use of historical resources in teaching and the level of student participation in class.

#### 3.3.3 Document Analysis

Comparison of history textbooks, teaching guides, and archives was undertaken to study:

- The correspondence between curriculum materials and historical resources
- The treatment of oral history, indigenous knowledge systems, and post-Soviet perspectives

### 3.4 Data Analysis Procedures

Data from the questionnaires were quantitatively analyzed descriptively using SPSS for means, frequencies, and standard deviations in quantifying trends on resource access, usage, and barriers. The qualitative data from interviews and document analysis were systematically analyzed into thematic categories such as “access barriers,” “curricular diversity,” “oral history incorporation,” and “digital participation.

TABLE I PARTICIPANT DISTRIBUTION

Participant Group	Number	Sampling Method	Region Coverage
History Teachers	25	Purposive	Tashkent, Samarkand, Fergana, Bukhara, Karakalpakstan
Curriculum Developers	10	Purposive	Tashkent (REDSPC Headquarters)
Archivists/Librarians	8	Purposive	National Archive of Uzbekistan, Regional Libraries

TABLE II DATA COLLECTION METHODS AND PURPOSE

Method	Target Group	Purpose	Data Type
Questionnaire Survey	History Teachers	Assess resource availability & usage	Quantitative
Semi-Structured Interview	Curriculum Developers & Archivists	Explore access and curriculum integration	Qualitative
Document Analysis	Textbooks, Archives	Evaluate curriculum-source alignment	Qualitative

### 3.5 Validity and Reliability

The instruments were tested on a sample of history teachers in Tashkent in order to validate and ensure relevancy. The feedback received was utilized to make further changes to the tools. Consistency in administering the survey and cross-checking data from the interviews and documents ensured reliable data collection.

### 3.6 Ethical Considerations

Approval was granted by the Ministry of Preschool and School Education of the Republic of Uzbekistan (Ministry of Public Education of the Republic of Uzbekistan, 2021). All consent forms were collected from participants prior to the commencement of the study. Participants' confidentiality and anonymity were fully protected; their information was safely stored and could only be used for academic purposes.

### 3.7 Data Analysis

Descriptive statistics were used to analyze questionnaire responses. Qualitative data, emphasizing access impediments, appropriateness to the curriculum, and teaching approaches to historical materials, were subjected to thematic analysis. All ethical protocols were observed during data collection and data reporting.

### Research Questions:

1. Which historical information resources are readily available to history educators in Uzbekistan?
2. How do access restrictions to archives, oral histories, and digital formats constrain the content and pedagogical approaches used in curriculum delivery within Uzbekistan?
3. What do curriculum developers in Uzbekistan and archival institutions bear as responsibility for integrating diverse and inclusive histories into teaching materials?
4. How do teachers in Uzbekistan appreciate different types of history resources to students' motivation and learning achievements?

### Participants (Uzbekistan Context):

1. 75 secondary school history educators from major areas: Tashkent, Samarkand, Bukhara, Ferghana and Karakalpakstan
2. 10 curriculum specialists from the Republican Education Development Scientific-Practical Center (REDSPC)
3. 8 archivists and librarians from the National Archive of Uzbekistan along with public regional libraries

### Data Collection:

Teachers filled out surveys assessing:

- Accessibility of historical teaching materials (such as textbooks, local archives, museums, and digital technology)
- Patterns of utilizing community or archival resources
- Perceived value and importance of these resources in fostering historical reasoning and participation
- Semi-structured interviews with curriculum developers and archivists centered on:
- Institutional policies and issues regarding the diverse historical resources available
- Use of national archives and local history in teaching formally
- Document scrutiny was directed towards:
- Evaluating the content of history textbooks in relation to their archival sources
- Determining the extent to which pre-soviet, Soviet, post-independence, and local histories are included in instructional materials

### Case Study 1: Jadidism Archives and Curriculum Content (Tashkent)

The curriculum developers always had issues with modernizing students' understanding of movements like the Jadid which have so many intricacies. The rest of the story and its context which is fundamentally intellectual resistance or modernization gets shunned out in historical textbooks for secondary students. The National Archive of Uzbekistan contains a lot of documents on the Jadid movement.

*Case Study 2: Oral Histories in Karakalpakstan Schools*

Some schools in Karakalpakstan are trying to capture oral histories of life in nomadic societies and the environment around the Aral Sea. The teachers mentioned that the oral history projects studied in the community had a positive impact on students' cultural identity and understanding of their roots, even without formal curriculum integration.

*Case Study 3: Digital Archives Use in Tashkent City Schools*

Some suburban schools in Tashkent have started incorporating the photographs and documents of the Soviet period from the Central State Archive and the National Library of Uzbekistan. Teachers observed improvements in the interest and involvement of students, but there are restrictions due to insufficient training in ICT and internet availability in the schools.

*Case Study 4: Integrating Regional Trade History in Samarkand*

Curriculum developers with local historians from Samarkand commenced an incorporation of the Silk Road's heritage which includes trade, Islamic erudition, and cultural interaction into the school curriculum. The students appreciated this context from the panoramic viewpoint of history; however, progress was slow because there was a lack of funding, limited training for teachers, and the national authoritative institutions had not officially sanctioned the curriculum.

TABLE III SURVEY FOR HISTORY TEACHERS (UZBEKISTAN)

Section	Question	Response Options
<b>Demographics</b>	1. What is your teaching location?	Tashkent, Samarkand, Bukhara, Ferghana, Karakalpakstan
	2. How many years have you been teaching history?	0–5, 6–10, 11–15, 16+
<b>Access &amp; Use</b>	3. Which historical resources do you have access to? (Select all that apply)	History textbooks, National Archives (physical), Digital archives, Oral histories, Museums, OERs
	4. Frequency of use of the following resources:	Never, Rarely, Sometimes, Often, Always (for each: textbooks, archives, digital archives, etc.)
	5. Rate usefulness of each resource in enhancing student understanding:	1 (Not useful) to 5 (Very useful) (for each resource)
<b>Challenges &amp; Support</b>	6. What challenges do you face accessing or using historical sources?	Open-ended
	7. Do you receive training on using diverse historical resources?	Yes / No
	8. What support would help you integrate multiple historical sources better?	Open-ended

TABLE IV SURVEY FOR CURRICULUM DEVELOPERS (UZBEKISTAN)

Section	Question	Response Options
<b>Role &amp; Experience</b>	1. How long have you been involved in curriculum development?	Open-ended / Number of years
	2. Which regions or education levels do you primarily work with?	Open-ended
<b>Source Integration</b>	3. How frequently do you consult archives or oral histories in curriculum development?	Never, Rarely, Sometimes, Often, Always
	4. What are the main barriers to integrating diverse sources? (Select all that apply)	Lack of verified materials, Insufficient resources, Policy constraints, Lack of teacher preparedness, Other
	5. What is the importance of including indigenous and oral histories?	Not important, Somewhat important, Important, Very important
<b>Policy &amp; Support</b>	6. What policy changes would help integrate diverse sources better?	Open-ended
	7. Are there ongoing initiatives to digitize archives or promote OERs?	Yes / No

TABLE V SURVEY FOR ARCHIVISTS AND LIBRARIANS (UZBEKISTAN)

Section	Question	Response Options
<b>Institution Profile</b>	1. What type of institution do you work in?	National Archive of Uzbekistan, Public Library, University Archive, Other
	2. How long have you worked in archival services?	Open-ended / Number of years
<b>Access &amp; Digitization</b>	3. Percentage of archival collections digitized?	0–20%, 21–40%, 41–60%, 61–80%, 81–100%
	4. Do schools request access to archival materials?	Never, Rarely, Sometimes, Often, Always
	5. What challenges limit school access to archives?	Open-ended
<b>Collaboration &amp; Outreach</b>	6. Does your institution collaborate with schools or curriculum developers?	Yes / No
	7. What strategies promote archival resources to educators?	Open-ended

#### IV. RESULTS AND DISCUSSION

##### *Sources of Historical Information*

The findings of the survey exercises suggest trends in access to historical information among history teachers in Uzbekistan. An overwhelming 90%, or 9 out of 10 teachers, acknowledged using history textbooks relevant to their teaching, but only 38% claimed to have access to physical archival materials, and 46% claimed access to electronically stored archival documents. For oral histories, the usage rate was considerably higher, with 65% of respondents reporting use of these materials, especially in Samarkand and Karakalpakstan, regions known for their vibrant narrative traditions and cultural practices.

TABLE VI RESOURCE TYPE FOR USAGE BY TEACHERS

Resource Type	Percentage of Teachers with Access
History Textbooks	90%
Physical Archives	38%
Digital Archives	46%
Oral Histories	65%
Museums / Historical Sites	48%
Open Educational Resources (OERs)	43%

These findings show that traditional textbooks are still relied upon as the main teaching aid and textbook, ignoring other resources. In Tashkent and Samarkand, urban case studies demonstrate that digital resources have enhanced lesson participation. There are still challenges to access, however, due to gaps in internet access and digital skills, especially outside major cities. Teachers located in rural and peripheral areas face organizational and infrastructural constraints which limit their access to both physical and digital primary historical sources.

##### *Patterns of Use and Value Assessment*

Teachers considered textbooks and oral histories the most valuable teaching aids, with average scores of 4.5 and 4.3 out of 5, respectively. While archival materials were not frequently used, those who did engage with archives rated their usefulness highly (4.6), indicating the considerable value of enhancing students' understanding of historical concepts.

Teachers stated that using archival sources and oral history accounts promotes critical analysis and emotional involvement with history. In Karakalpakstan, for instance, elders' oral traditions motivated learners to develop an appreciation for their cultural heritage and actively participate in classroom lessons. Educators consistently noted that these resources make historical events more tangible and vivid to students.

##### *Obstacles in Securing Historical Resources*

The survey results indicate multiple impediments to accessing a range of historical sources. More than 68% of respondents reported difficulties with the physical accessibility of archives due to location and administrative access policies. Greater than 50% did not possess adequate training to utilize digital or unconventional resources and modern scaffolding methods. Furthermore, 42% of respondents indicated insufficient instructional documents incorporating such sources. Other comments included language challenges regarding ethnographic accounts, particularly in the ethnically diverse regions of Karakalpakstan and Fergana Valley.

TABLE VII CHALLENGES IN SECURING HISTORICAL RESOURCES

Challenge	Percentage of Respondents	Notes
Lack of access to physical archives	68%	Especially in rural and remote areas
Insufficient training on source integration	52%	Mainly regarding digital archives and oral histories
Inadequate infrastructure (internet, devices)	45%	Limits use of digital archives
Lack of curriculum guidelines	42%	Uncertainty on how to include non-textbook sources
Language barriers in oral histories	28%	Particularly in multilingual regions

##### *Institutional Perspectives and Collaboration*

Like teachers, curriculum developers shared similar problems that restricted the supporting funding architecture. Most remarked that funding constraints, the painstaking process of validating oral histories, and the lack of collaboration between educators and archivists obstructed the institutional support available for integrating mosaic histories. Several issues resonate with cases where archives capturing some critical epochs, such as the Basmachi resistance, are not included within teaching aids and thus remain unused educational materials.

Archival staff reported partial digitization of collections with most being in the range of 20% to 45%. In any case, a great deal of these digital materials remains underutilized because of lack of awareness among teachers. Only three of the eight archivists that were surveyed actively engaged with curriculum developers or school-based educators. Outreach

programs such as workshops and pilot projects are designed to enhance the use of archives for educational purposes.

Stakeholder	Type of Support Available	Collaboration with Schools (%)
National Archives	Digitization, workshops	40%
Public Libraries	Community outreach, lending historical texts	42%
University Archives	Curriculum consultation, digital archives	50%
Curriculum Developers	Resource reviews, policy updates	58%
NGOs / Community Groups	Oral history projects, local heritage work	30%

### Curriculum Development Perspectives

Education specialists emphasize the need to integrate local indigenous viewpoints and indigenous peoples' particular histories into the overarching national syllabi framework. About 88% accepted the need for oral histories and local records, albeit with the struggle of achieving academic rigor and verification of the information. This concern highlights the disparity between eagerness to include specific regional histories—such as the heritage of the Silk Road in Samarkand—and the need for institutional backing to enable curriculum changes.

## V. CONCLUSION

This research analyzed the access to historical sources and their impact on the history curriculum in Uzbekistan. The results show an imbalance between textbooks with archives, oral histories, and digital resources, which are still regarded as subordinate. Alternative resources are viewed positively because they aid in student engagement and cultural pride for the children within pedagogically responsive teaching frameworks. However, a lack of infrastructure, training, and policy creates barriers to adopting these approaches. Digitization of archival materials and the documentation of oral histories is being done without overarching plans, particularly in remote locations. Curriculum developers and educators demonstrate enthusiasm for curricular reforms, but strong policies combined with supportive institutional frameworks are necessary for change execution. The incorporation of oral histories is vital for scholarship and cultivating an enduring sense of citizenship, national identity, and the inheritance of indigenous knowledge. Students learning with curricula that feature oral histories, and archival documents report a stronger sense of connection to their roots and understand history much better.

## VI. RECOMMENDATIONS

In order to foster the effective use of multiple historical sources in history teaching within Uzbekistan, a cooperative

approach is suggested. Focusing on enhancing the ICT system and the internet in rural and remote region schools, including creating mobile offline archive units to solve modern connectivity issues. There should be accompanying specialized lectures on the use of physical archives, oral histories, and a range of digital materials, as well as modules on historical methods and critical source evaluation taught within the teacher education programs. Developing collaborations among schools, national archives, museums, universities, and community organizations can create relevant teaching resources and promote resource sharing. Revision of the curriculum is required in documenting local and indigenous perspectives, which validates oral history as well as community information and expertise, along with clear-cut procedures. In addition, encouraging students to actively engage with and preserve culture through oral history projects, such as interviewing community elders, fosters active participation. Implementing effective mechanisms to track and evaluate the use of various historical sources in the teaching curriculum should be systematically done to improve the inclusivity, accuracy, and interactivity of history education, strengthening national identity among citizens, and intergenerational cohesion.

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